

College Board Review Index

This index lists articles and authors published in the *College Board Review* in issues No. 85 (Fall 1972) through No. 92 (Summer 1974).

Articles are arranged by major subject, with earliest articles under each subject heading listed first, and in the authors' index alphabetically by author. Articles covering more than one subject appear under each appropriate subject heading. (Thus, "The Minority Transfer Problem" is listed under Minority Students and Admissions. Figures after each entry indicate issue and page numbers.

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Advanced Placement European History

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Using the documents with the variations of the inductive or inquiry method briefly sketched above calls for a bolder set of teachers' attitudes toward the classroom. To begin with, a class period might easily be spent arguing over *one* question, such as what values are being promoted in the document. Arrogance, ethnocentrism, social uniformity, human dignity, hubris, individualism, monogamy, Christianity—all are possible responses from students whose perceptions, like ours, are filtered through their past experiences and readings. The ensuing debate, unlikely to be resolved, precludes a lecture when data are being analyzed and evaluated.

Because these techniques, well suited to postholing, take time to implement, preoccupation with coverage and formal lecture must fade. Using the inductive method, however, does not mean that students will be reading less. Rather, they will be reading more carefully in varied sources to find answers necessary to their arguments and defense.

Finally, the design of a unit will require different teacher preparation and more active student participation. For example, a teacher might bring to class one of George Grosz's mordant drawings of German cabaret life in the 1920s. A wide range of questions could be raised: how valid is the document as historical evidence; how is this society stratified; what social strains is the author depicting; how have tensions evident in this drawing been resolved in the past; in what other ways might they be resolved; what kind of resolution would most likely violate civil liberties. Hypotheses would have to be checked and verified against other documents, interpretations in secondary sources, and films, if available. A teacher might never be quite sure where the discussions and arguments would lead; and yet, he or she would have to be constantly prepared to introduce questions, primary and secondary sources, and assignments that were germane to the topic.

Would students using this method be prepared for the exam? They would certainly be trained to deal with the DBQ essay, for they would be learning while doing their document analyses the relationship between "facts" and explanatory models. Too often students ask what facts they need to know, as though like magic words they need only to be memorized and later reproduced for stunning effects. Students who are trained not only to frame a set of related questions, but also to search for the answers, understand something of the historian's craft—its possibilities and limits, its tentative nature.

In addition, the same technique would enable AP candidates to write their thematic essays with more sophistication. A unit sparked by the Grosz drawing, for example, could develop insights into the Weimar Republic and its

